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Florida Atlantic University is successfully developing an organization which effectively utilizes administrators, faculty and students in institutional decision making. It is recognized that the well-being and effectiveness of the institution are dependent upon the extent to which and the manner in which each member of the university family accepts his responsibilities, exercises his rights and authority, and performs his duties. A faculty committee drafted the consitution, calling for a university senate composed of all members of the full-time faculty above the rank of instructor. They key steering and policy committee, composed of two faculty members from each college, serves as the screening body for all matters coming before the senate. Recently students have been added to several university committees and a committee of faculty, students and administrators was instituted to study and propose a new form of university governing structure. A 21-man group, selected from the faculty senate of each university in the state system, established a direct line of communication from the several university faculties to the board of regents. In general, faculty have clearly demonstrated their willingness to assume the burdens of added responsibility that must accompany an increased involvement in policy making. (CS)

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A VIEW FROM

THE PRESIDENT'S OFFICE

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PANEL PRESENTATION

BY

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I am approaching the topic which has been assigned to me in terms of our experience at Florida Atlantic University in the manner of a case study, rather than a re-distilliation of the increasing literature on the subject, Because of this approach, you will find my remarks written largely in the first person.

In using our experience at Florida Atlantic University I am not suggesting that we have arrived at the final answers in effectively relating all segments of the University in its governance. I do, however, feel very strongly, and in the feeling I am joined by a great majority of the faculty and by a strong voice among our students, that we are well along the way in the development of an administrative organization which produces an effective utilization of administration, faculty and students in institutional decision-making. The process has developed a mutual respect and confidence among these segments of the University family. It has markedly reduced the wastage of energies so frequently found in "Administration-Faculty Dichotomy" or in "Administration-Faculty-Student Trichotomy." The process has also increased responsible and responsive participation on the part of each segment of the University.

The administrative credo which we have been attempting to implement at Florida Atlantic University is rather simple in statement, albeit more difficult in realization. The administration of the University recognizes on the part of all members of the group-- administration, faculty and students-- a reasonable balance between rights and privileges on the one hand and duties and responsibilities on the other. It recognizes that there will be differences of opinion and it encourages free expression of these differences. Our concept of administration emphasizes "Colleague Status" of members of the group, with each member's prestige and security emanating from the effectiveness of his contributions.

We believe that the well being and the effectiveness of the institution are dependent upon the extent to which and the manner in which each member of the

University family accepts his responsibilities, exercises his rights, performs his duties, and exercises his authority. We acknowledge the interrelatedness and the interdependence of each individual orsegment of the University. We believe that the quality of the inter-personal relationship of each member is paramount in determining the degree of the unity or the devisiveness of the group.

In our environment for governance, each member shares responsibility for effective and efficient operation of the University. We believe, and we attempt to act in consonance with this belief, that the method used in carrying out our responsibilities is at least as important as is the knowledge or skill each brings to his task. With deligent and thoughtful execution of our duties, responsibilities, rights and authority, we can be assured of a University in which the quality of instruction and the quality of living will be high. With this brief background of our "Administrative Credo," I move now for a few minutes to the "Case study" to which I referred previously.

At Florida Atlantic University in 1964 we were faced with a somewhat unique academic situation. We were a newly created University and our first class reported during the fall of that year. But, in addition to that, we were an upper-division University-- all of our students being Juniors, Seniors, or Graduate Students. As President of the University I had several options open to me with regard to the role of the faculty in the generaloperations of the University. For a variety of reasons I chose to include the faculty in every major aspect of the administration of the University.

I chose this option because I had faith in the Senior Faculty that we were able to put together and because I believed that collectively the judgment of the group of men and women, representing many University and College systems across the country, would be greatly beneficial to the administration. I have not regretted the decision. The faculty has been most cooperative and has worked hard to justify their key role.

One of the first items of business in 1964 was the creation of a University Constitution. A faculty committee drafted the document and it was approved by the administration and submitted to the Board of Regents. It called for a University Senate composed of all members of the full-time faculty above the rank of Instructor with faculty members making up all or most of the membership of our University committees. We have amended the Constitution in two or three respects since that time, but in each case the role of the faculty was enhanced. Each of the five colleges has equal representation on most of the committees. The key committee is the Steering and Policy Committee which serves as the screening committee for all matters coming before the Senate and which is composed of two faculty members from each college. Other elected committees, all composed of faculty members are the Curriculum Committee, the Admissions Committee, the Research Committee, and the Student Personnel and Affairs Committee. Other committees have been created from time to time and their members are appointed by the President from nominees supplied by the Senate Committee on Committees.

Recently, at faculty request, the Senate approved adding students to several of the university committees and I, as President, have recently created a blue-ribbon committee of faculty, students and administrators to study and propose a new form of university governing structure embodying a single representative policy-making body composed of all three units of the university. This committee is now working and will report to me within six months. If such a unicameral policy-making body is adopted in some form, I would visualize it replacing the University Senate and the Student Government Senate.

Our experience with faculty participation and control of major areas of University policy-making has been, on the whole, highly productive. I, as President, have found the faculty to be most cooperative and have rarely disagreed with the recommendations made to me by these faculty controlled units. Of course, under Florida statutes and Board of Regents Policy, I have final authority to

make the decisions, but I have rarely found it necessary to over-rule the faculty or the Senate. At the time the Constitution was adopted the faculty voted to ask that I serve as President of the Faculty Senate. This has been very advantageous to me since I have been privileged to listen to all debates on the Senate floor and have been able to take advantage of the arguments and counter arguments expressed there in making my final decisions.

A second major aspect of Florida Atlantic University's effort to give faculty a major roll in governing the university involves an extension of this principle to our state-wide University system. As that system has grown from an original two campuses to its present seven campuses, with two more planned for development in the next few years, problems of coordination in both academic and administrative matters have vastly increased the complexity. One response to this has been a large increase in the staff of the Board of Regents, the governing body of the State University system About two years ago, various faculty members at the several State Universities became convinced that an added channel of communication directly from the several university faculties to the Board of Regents was needed to supplement the usual chain of command from the faculty through the Presidents to the Board of Regents. I had the option of opposing or supporting this added channel of communication. I might have opposed it on the ground that all such communication would flow through the normal chain of command and thus, pass through me to the Board of Regents. I did not hesitate, however, in giving my full and enthusiastic support to this added role for the faculty in helping to govern not only the several universities but to participate in extablishing system-wide educational policy Most of my fellow Presidents in the system joined me in supporting the establishment of a twenty one man faculty group selected from the faculty senate of each University in the State System. That committee was duly constituted about a year ago. and I have watched with satisfaction its movement into significant involvement in policy decisions for the system.

The first major task undertaken by this inter-University faculty group was a complete reassessment of the Board of Regent's Policy Manual with regard to matters such as faculty tenure, promotion, and dismissal policies, a sub-committee of the twenty-one man group, chaired by a faculty member from Florida Atlantic University, will propose rather extensive and far-reaching revisions of the existing manual. These will be considered by the appropriate inter-institutional agencies such as the Council of Presidents, and subsequently submitted to the Board of Regents for adoption. I believe that faculty members in the State University System of Florida, especially those whom I am closest to-- our own faculty at Florida Atlantic University-- have again demonstrated clearly their willingness to assume the burdens of faculty responsibility that must go along with increased faculty involvement in policy-making. I believe that any University President who fails to involve his faculty at the very heart of educational decision-making is over-looking what can be his strongest support in developing a university of high quality.

In summary, I would advise any University or College President to tap faculty resourees in policy-making decisions. We might not always agree with our faculty's response, but important benefits accrue to both the parties to such an agreement.